Ahmed Salama

**Grade:** 2nd English language Learners

**Focus:** Water Sustainability **Time:** 90 minutes

**Content Objective:**

SWBAT discuss the importance of water conservancy.

SWBAT identify different ways to save water.

SWBAT make their own sub-irrigated planters using used plastic bottles.

**Language Objectives:**

SWBAT listen, speak, read and write in English for information.

SWBAT use sequencing words to describe how to build sub-irrigated planters verbally and in writing.

**Common Core Learning Standards:**

RI.2.1: Ask and answer such questions as who, what, where, when, why,

and how to demonstrate understanding of key details in a text.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Background:** Second grade beginner and intermediate English Language learners have been introduced to the key components that support life i.e. water, air, and soil.

**Key Vocabulary:**

System, component, sub, root, stem, branch, conserve, sustain, environment, irrigation.

**Key Materials:** *Take Care of Our Earth*, by Gare Thompson, used drinking water bottles, soil, and seeds, short video clips/pictures showing different types of irrigation.

**Presentation:**

**Essential Question:** How Can we Save Water?

**Connection:**

Teacher reviews previously introduced concepts.

“What do living things need to survive?”

“Where does water come from?”

“What do we use water for?”

In pairs, students ask and answer these questions and share their responses with their peers.

Teacher explains the connection between water and human and animal food and that most drinkable water is used for agriculture and irrigation.

**Guided Reading:**

Teacher reads pages 4 through 11, pausing to explain new vocabulary and asking questions to check understanding.

* What if there’s no water?
* What if there’s little water?
* What if the water is polluted?

Teacher shows short video clips/pictures of different irrigation methods, and polls students opinions about which method saves/wastes more water? Why?

**Application:**

Teacher models and instructs students to use empty plastic bottles, and soil to build sub-irrigated planters.

**Assessment:**

Teacher instructs students to share the steps, and the reason/s for building the planters orally.

Teacher models and instructs students to write a How-To book describing the steps for building the planters.

**Differentiation:**

***Expanding/Transitioning***: Advanced

Write an informational book of no less than 5 pages about building a sub-irrigated planter.

Your book must include

* A table of contents
* An introduction
* Easy to follow steps
* Illustrations
* A conclusion

***Entering/Emerging:*** (Beginners)

Use the answers to the following questions to write an informational book of no less than 5 pages about building a sub-irrigated planter. (Teacher provides questions and a template to guide students’ writing)

**Introduction:**

* Why is water important?

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* What do we use water for?

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* Where do we use water the most?

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* How can we build sub-irrigation planters?

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Draw a picture and label it.

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Draw a picture and label it.

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* Write a table of contents containing the main ideas in your book.